

System welcomes new hires

THOMAS M. KENNEDY
DIRECTOR OF HUMAN RELATIONS

As the 2003/04 school year is about to commence the district is completing the recruitment and selection process for the new teachers and administrators who will be joining the Shrewsbury Public Schools. The hiring process officially started in February when the district advertised its known and anticipated vacancies. Due to the budget uncertainties associated with the overall fiscal climate, the hiring process started a bit later than in normal years.

The teacher selection process in Shrewsbury is rigorous. The process includes interviews with principals, department directors, teachers, parents and central office administrators. Administrative positions include a site visit to the school/district of the candidate as well. All teaching positions also require a demonstration lesson in the classroom. The demonstration lesson is a key ingredient in the selection and hiring process. Following the demonstration lesson the students in the classroom are provided an opportunity to provide feedback to the principal or department director.

Our new hires represent staff associated with the continued enrollment growth in Shrewsbury as well as replacement teachers for staff that have retired, resigned, or on a leave of absence. In addition, the district's success in securing grants to supplement the town-appropriated budget has provided resources to hire needed staff. The new staff represents a blend of experienced educators as well as recent graduates who are beginning their careers. Among the new hires are 9 individuals who worked in the district last year as either a long-term substitute, instructional aide or substitute teacher. We also have several new teachers who are entering teaching after having had successful careers in business and industry.

Our new hires received their degrees from 46 colleges/universities. In addition, over one-half of these individuals are entering the district with a Master's Degree or above, including two with doctorate degrees.

There are a small number of positions that are in various stages of being filled as this article is being prepared. At press time we have confirmed the hiring of the following 47 individuals. We welcome the following new staff.

NEWLY APPOINTED ADMINISTRATORS/DIRECTORS

Jayne Wilkin, Principal, Paton School, B.A. Psychology, Clark University; M.A. Counseling Psychology, Assumption College; C.A.G.S. School Psychology, Assumption College; M.Ed. Leadership and Administration, Fitchburg State College.

Pamela Farrill, Assistant Principal, Shrewsbury Middle School, B.A. Elementary Education, Elmira College (NY); M.Ed. Special Education, Lesley College.

Frederick Randall, Assistant Principal, Shrewsbury Middle School, B.A. Political Science, Allegheny College (PA), Masters of Middle School Education, Lesley College.

Sara DiGiorgio, Director of Science and Technology Education, Shrewsbury High school, B.A. Biology, University of Virginia; M.S. Biochemistry, University of Massachusetts-Worcester.

NEWLY APPOINTED TEACHERS

HIGH SCHOOL

Stephanie Alfred, English, Long Term Substitute, B.A. English, Worcester State College.

Amy Antonelli, Mathematics, B.A. Mathematics, College of the Holy Cross.

Nicholas Borraccino, Science, B.S. Geology / Earth Science, University of Massachusetts – Amherst.

Rebecca Brann, Mathematics, B.A. Mathematics, Regis College.

Jean Hitchcock, Foreign Language, B.A. French and Political Science, Indiana University; M.A. Spanish, Middlebury College.

Jennifer Lim, English, B.S. Secondary Education and English, Vanderbilt University; M.Ed. Harvard University.

Derric Lowery, Science, B.S. Chemistry, University of Georgia; Ph.D. Organic Chemistry, University of Georgia.

Margaret Monaghan, Social Studies, B.S. Secondary Education – Social Studies, Villanova University; M.Ed. Curriculum and Teaching, Social Studies, Boston University.

Melinda Moynihan, Science, B.A. Chemistry, College of the Holy Cross; M.Ed. Secondary Education, University of Hartford.

Catherine McDonagh, Mathematics, B.A. Mathematics, Elms College; M. Ed. University of Massachusetts – Amherst.

Philip Struzziero, English, B.A. English, Tufts University; M.A.T. Secondary English, Simmons College.

Richard Sullivan, Long Term Substitute, Social Studies, B.S. History, Worcester State College; M.A. History, University of Connecticut.

MIDDLE SCHOOL

Paula Bombrun, Foreign language, B.A. French, Albertus Magnus College (CT); M.A. French, Middlebury College; M.A. LaSorbonne (Paris).

Robert Dunn, Social Studies, B.A. Economics, University of Massachusetts – Amherst.

Cheryl Lowney, Foreign Language, B.A. French, University of Massachusetts-Amherst; B.S. Economics, Worcester State College.

D'Arcy McCarthy, Special Education, B.A. Sociology, State University of New York – Potsdam.

Lorette McWilliams, School Psychologist, B.A. Psychology, University of Massachusetts – Amherst; M.Ed. School Psychology, University of Massachusetts – Boston; C.A.G.S. School Psychology, University of Massachusetts – Boston.

Christine O'Connor, Grade 8 Math/Science, B.S. Mechanical Engineering, Worcester Polytechnic Institute.

Kristen Richards, Grade 7 Language Arts/Social Studies, B.A. French, Clark University; M.S. Journalism, Clark University.

Erin Stelmach, Grade 6 Language Arts/Social Studies, B.A. English, Worcester State College.

Lisa Surozenski, Special Education, B.S. Communication Disorders, University of Massachusetts – Amherst.

Amanda Sykes, Foreign Language, B.A. Spanish, University of Massachusetts – Dartmouth; M.A. Spanish, Middlebury College.

Heather Thompson, Foreign Language, A.B. Latin, Vassar College; Ph.D. Ancient History, University of St. Andrews (Scotland).

BEAL EARLY CHILDHOOD CENTER

Nancy LaPierre, Kindergarten, B.S. Early Childhood Education, Worcester State College.

COOLIDGE

Rachel Harrity, Special Education, B.A. Elementary Education and Special Education, Providence College.

Reina O'Connor, Grade 5, B.A. Psychology, University of California – Sante Cruz; M.A. Counseling Psychology, Lesley University; M.Ed. Lesley University.

Suzanne Purdy-Vashugin, Title One Reading, B.A. Social and

Rehabilitation Services, Assumption College; M.E. Reading, George Mason University.

Rosann Silver, Grade 5, B.A. Education, Boston College.

FLORAL STREET

Stephanie Aubin, Grade 5, B.A. Elementary Education / Sociology, University of Massachusetts – Amherst.

Helene Bisceglia, Grade 3, B.A. English, Queens College (NY); M.Ed. Elementary Education, Lesley University.

Laura Lambert, Grade 3, B.S. Elementary Education, Skidmore College; M.Ed. Special Education, Vanderbilt University.

Heidi Peltola, Grade 3, B.A. English, Muhlenberg College (PA); M.Ed. Elementary Education, Fitchburg State College.

Nicole Portuondo, Grade 4, B.S. Elementary Education / Psychology, Worcester State College.

PATON

Cindy Barhoff, Grade 5, B.A. Education, Ohio Wesleyan University.

Daniel Cornely, Grade 5, B.S. Psychology, Ursinus College (PA); M.S. Elementary Education, Wheelock College.

Jessica Gulino, Special Education, B.A. Psychology, College of the Holy Cross; M.S. Special Education, Simmons College.

Mary Beth Leifer, Long Term Substitute Grades 1 and 4, B.S. Elementary Education, College of St. Rose (NY).

Deena Maletz, School Psychologist, B.A. Psychology, Binghamton University (NY); M.Ed. School Psychology, University of Massachusetts – Boston; C.A.G.S. School Psychology, University of Massachusetts – Boston.

SPRING STREET

Brian Fauvel, Special Education, B.A. English and Philosophy, Boston College; M.S. Special Education, Simmons College.

Christina Hochstetler, Grade 1, B.A. Elementary Education, Bluffton College (Ohio).

Kelly Kuropatkin, Special Education, B.S. Special Education, Fitchburg State College.

Kristina Russo, Grade 5, B.S. Elementary Education / Psychology, Worcester State College.

DISTRICT WIDE

Bryant Clark, Music, Bachelor of Music, University of Massachusetts-Lowell.

STAFF TRANSFERS / NEW ROLES

Several teachers have new roles within the district for the 2003/04 school year, including transfers: **Kathryn Lewis**, Grade 1 teacher, is moving to Spring Street School from the Beal Early Childhood Center; **Gary Chalmers** is transferring from grade 5 at Coolidge School to Paton School where he will be the Curriculum Specialist; **Carol Bradley**, Grade 4 teacher at Floral Street School is the new Curriculum Specialist at Floral Street School;

Laura Williams, previously the Director of Title One and Reading Specialist at Beal, is now the Director of Literacy. Laura will continue as Reading Specialist at Beal. **Jennifer Wolff**, is the interim Social Sciences Department Director at the High School; **Kathy Rivenburg**, Grade 5 teacher at Floral Street has been appointed as the Grade 5 Lead Teacher for the Floral Street (at Middle School) program.

Pamela Catino, Grade 7 Language Arts Teacher at the Middle School, will move into the Title One Reading position at the Middle School.

Middle School task force plans for 2004-2005

JUDITH A. EVANS
ASSISTANT SUPERINTENDENT

The Middle School Task Force (MSTF) has been hard at work this spring developing plans for the transition to a grade 5/6 and grade 7/8 middle school campus in the fall of 2004. The sixteen-member MSTF has representation from the following groups: teachers, parents, school committee, central office, teachers, guidance counselors, K-12 directors, special education, and elementary and middle school principals.

The MSTF has worked to develop a list of core beliefs about what makes an excellent middle school and has used these beliefs and a review of best practices to formulate plans for the administrative structure of the grades 5/6 and 7/8 school buildings. The proposed structure has been presented to the Coordinating Council, teachers, and administrators. It will be presented to the school committee in the fall of 2003 for approval.

Highlights of the proposed administrative structure include the following:

1. Students in grades 5-8 will be assigned to teams of two-four teachers. The team will support the small-school concept and will provide a home base for students.

2. Grade-level lead teacher positions would be established at each grade level 5-8. The leaders' responsibilities would include coordination of interdisciplinary instructional planning and leading instructional analysis groups

3. Middle level curriculum coordinators would be established for each of the four core content areas. Their responsibilities would be expanded to grades 5-8 and include supervision responsibilities. This structure would provide for curriculum articulation and allow the coordinators to support teachers in implementing best practice relating to middle level instruction.

4. Guidance counselors would be assigned at each grade level. Counselors would loop with the students for grades 5-6 or grades 7-8.

5. A special education coordinator will be assigned for each building. He/she would have supervisory duties.

6. Assistant principals would be assigned at each grade level 5-8. Assistant principals would loop with students for two years, either in grades 5/6 or 7/8.

7. Principal positions would be established for each school. Both principals would have shared responsibility for coordination of the 5-8 middle level program.

The MSTF will re-convene in the fall of 2004 to discuss issue relating to grade-level transitions, allied arts programs, and timelines for implementation.

4th Annual Council on Aging Senior Health Fair

Friday, September 26, 9 a.m. to 2 p.m.

Theme:
“Prescriptions: Politics and Pricing”

Health Screenings:
Cholesterol, 3 hour fasting Blood Sugar,
Blood Pressure, Medication Review

Contact: Helene Tanenholtz at gabelene@aol.com for more information